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30 June 1959

MEMORANDUM FOR: Director of Training

SUBJECT : Attached Paper from [ ]

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25X1 1. I find [ ] attached study very, very interesting. It seems to me that the Office of Training has reached its majority and could well use an advisory staff to ensure its educational efficiency. Our business requires knowledgeable people that admittedly do not have a background in education or training program development. Such a staff could probably be one of the finest contributions to the total training effort that we have ever experienced.

2. From an administrative standpoint I can readily see that under present principles, ceiling reductions in other entities would have to be made in order to accommodate the establishment of a new staff. It might be desirable to reduce the PPS Staff to one individual and make him directly responsible to or a member of the Director of Training's staff. I cannot help but feel additional economies could be obtained in the Personnel Office. The reduction called for by the Inspector General's report of the A&E Staff might also be used as a talking point for the establishment of the type of staff suggested by [ ] Undoubtedly with the activation of the proposed staff further reductions could be realized.

25X1 3. My thinking may be entirely foreign to yours in this matter, but I cannot help but feel that a continuing review of existing activities is necessary to keep our Office always "ahead of the times".

Document No. 005

NO CHANGE in Class. ☐

☒ DECLASSIFIED

Class. CHANGED TO: TS S O

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1765

Date: 12 JAN 78 By: [ ]

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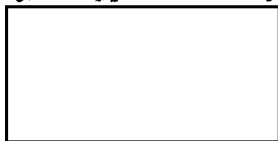
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30 June 1959

TO: Mr. Matthew Baird  
FROM:   
SUBJ: Some ideas re an Educational Advisory Staff

1. Here are some ideas I had regarding subject Staff. I recognize that they are not in the form of a "staff study". If you are interested and so desire, I would be most willing to talk to you personally and perhaps "fill in the gaps". I would appreciate knowing your reactions to these ideas.
2. Obviously I typed this myself. Please excuse.



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## EDUCATIONAL ADVISORY STAFF

When the Oldsmobile "88" engine was first developed for production-line use, many man-years of engineering, research, experience, and work were behind this effort. Improvement in this engine is a constant function of the design engineers. The current maintenance, up-keep, and tuning of the engine, in order that it will remain in the peak of operating condition consistent with the latest new developments of fuel, oil, etc. are now functions of the many qualified mechanics. Similarly, when a training program is originally "engineered", the efforts of skilled and experienced personnel (technical and educational) are required to develop the training program for student production. After this initial christening, there is a continuing requirement for qualified personnel (educational specialists) to conduct periodic checks and tune-ups on the program in order that it will be kept in the best working condition consistent with current, changing needs as well as the latest research developments and findings.

Many of our Agency training programs are relatively new and are surely serving their original objectives and requirements in an acceptable manner. I suspect that some others, however, are somewhat elderly, having been established to serve specific requirements set forth in the past. Perhaps some of these programs, existing today and operating on objectives of yesterday, are not actually meeting the current needs of the students attending the courses or of the supervisors of Agency components who have sent their personnel to attend such training programs. If this be as true here as in some other situations where I have been, many of these programs have been so modified by "patches" made on the original program ("tube") that today they are in actuality running on nothing but "patches", the design of the original "tube" has become quite indistinct or at best, is difficult to recognize. Perhaps even the need for a new type course exists but thrust is lacking to give birth to such an offspring.

The instructional staffs of our Agency training programs are unique in that they bring to the training situation a great proportion of practical, on-the-job experience. Further, these instructional staff members, are generally not professional educators or teachers by prior training.

Since Agency training programs are developed, managed, and improved almost exclusively within secure areas and by Agency personnel, free intercourse is restricted between these program personnel and any of a similar or related nature ~~afforded~~ outside the Agency. The effect of this restriction is somewhat mitigated by temporary duty assignments, cleared consultants, and hiring personnel with training experience.

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In order to insure himself of educational efficiency, the Director of Training should have a staff of educational specialists among whose functions and responsibilities would be to furnish counsel, advice, and assistance in areas suggested as follows: (This list is suggestive by certainly not all-inclusive).

1. Assist in the determination of objectives and requirements for new or revised training programs or courses.
2. Assist in the development and organization of course content, consistent with learning principles, to meet stated requirements and objectives.
3. Assist in the determination whether existing courses are meeting their established requirements.
4. Offer advice and guidance for course modification when a need for such modification is indicated.
5. Conduct curriculum analyses and evaluations, including a type of job analysis where needed, to determine course effectiveness.
6. Advise as to new or different instructional methods which have proven successful for particular types of skill or knowledge training.
7. Counsel with the classroom instructor regarding the creation and methods of use of various training aids for his course responsibilities.
8. Assist in developing student proficiency methods within a course.
9. Assist in the development of training media, i.e.; instructor handbooks, outlines, lesson plans, student training guides and workbooks, etc.
10. Development of a formalized instructor training program and classroom follow-up evaluation.
11. Establish and conduct a research program in the determination of the most effective and efficient teaching methodologies suitable for the Agency's atypical programs/courses (maintain contacts outside the Agency)
12. Conduct review of the educational literature and sponsor an internal OTR publication ("Instructor Bulletin", "Educational Bulletin", or the like) of direct interest and value to the instructors and including therein professional articles related to training problems, techniques, etc.

I propose that the Director of Training consider the organization of an Educational Advisory Staff (or Educational Guidance Staff, or Educational Support Staff, or Educational Services Staff, etc.) which would be composed of educational specialists with interests, proficiencies, and specialities in the areas of:

- Curriculum construction and analysis
- Instructor training
- Instructional methods and techniques
- Job analysis procedures
- Proficiency measurements
- Training aids
- Training materials and media

This staff should be directly responsible to the Director of Training.

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This would be a working staff; it would not write reports, studies, or needs/estimates--it would primarily assist instructional personnel in satisfying their many and varied needs in their training courses.

These educational specialists would have professional background and career orientation in training and would have experiences and performances identifying them as successful training personnel. Their function should be assisting in the creation or re-creation--organization, development, analyzation, production--of effective course entities, starting with the needs of the Agency coupled with the ideas and substantive knowledge of the job-experienced instructional personnel. It should be made quite clear at this point that in its functioning, this staff would not normally act as a "task force" and descend as a group upon instructional and course staff members. Rather, each staff member, although recognized as a specialist in particular educational area(s), should be generally qualified "across-the board" to serve as a general consultant/advisor and yet be discriminating enough to call upon a fellow staff member or other source personnel for more specialized support and assistance where needed.

At the start, this staff should concern itself mainly with new courses or the needed revision of old ones. Given the need for the idea or determination of a new course, the staff would work directly--physically and with sleeves up--with the assigned instructor and course staff members giving assistance, guidance, and providing educational support functions in developing a total effective training program. It should assist the course staff members with every aspect of the course development problem, such as:

- Determining objectives and requirements
- Organizing curriculum
- Devising training exercises and problems
- Developing best methods of instruction suitable to a particular need
- Evaluating student in-course performance
- Scheduling instruction
- Conducting a type of job analysis of consumer needs
- Selection and development of tests or other evaluative procedures
- Developing training materials
- Devising training aids and developing methodology for their use.

Once a new course is developed, it would be the responsibility of the training "line" or school staff to present and administer the course in accordance with the procedures mutually suggested, agreed upon, and developed. After a course is on-going, the educational staff, through monitoring procedures and direct contact with instructional staff would make recommendations for improvement procedures and lend support in order to assure that the course objectives were being met and that the course was satisfying current needs of the Agency.

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The mark of this educational staff's effectiveness would be in its ability to assist in providing answers to such questions on a continuing basis as asked below. The courses produced would be its answers-in-operation:

1. Does each OTR/Agency course know with accuracy and reliance the objectives it is aiming at and the requirements it is trying to meet?
2. How does a course find out what it is trying to or should accomplish?
3. How does a course develop the capability to accomplish these requirements?
4. How should a course go about accomplishing them?
5. How does a course find out how well it is accomplishing its objectives and requirements?
6. How does a course determine if improvements are required and how are needed improvements determined?

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